

# Building Research-Ready Educators for the Classrooms of Tomorrow

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# What do teachers think?

- What do language teachers think about when asked what research is
  - Many list characteristics associated with a positivist view of research,
  - Many associate it with terms like:
    - Scientific,
    - objective,
    - experimental,
    - statistical,
    - generalizable (Borg, 2003 as cited in Coombe & Sheetz, 2015)
- A teacher's view of research depends on where they are in their career
  - Solely focused on teaching?
  - On the promotion track?

# Teacher engagement with/in research

- There are two important distinctions:
  - Engagement with research
  - Engagement in research
- *Engagement with research* includes:
  - Reading scholarly articles & other publications
  - Attending research-based presentations in person or online
- *Engagement in research* includes:
  - Doing research in one's own teaching context
- Both are seen as a valuable contribution to a teacher's professional development

# Are you a teacher researcher? (Reinders, 2023)

- Do you sometimes try out new materials or teaching methods in your classroom?
- Do you evaluate their effectiveness?
- Do you reflect on your teaching?
- Do you discuss common teaching ideas or issues with your colleagues?

Guess what???

- You experiment, evaluate, consider implications and communicate them with others.

## Think-Pair-Share:

Have you ever  
incorporated research  
or a research-based  
finding into your  
classroom?  
What was it?

Ausubel's (1968) idea of an "advance organizer" is to relate what a student already knows to the new content to be learned and thus increase retention. Advance organizers should be at a higher level of abstraction, generality, and inclusiveness than the content to be presented. Although not technically advance organizers, some faculty may choose to provide overviews, outlines, statements of objectives, pre-instructional questions, etc. for similar reasons (Chen & Hirumi, 2009).

### Advance Organizers ARE:

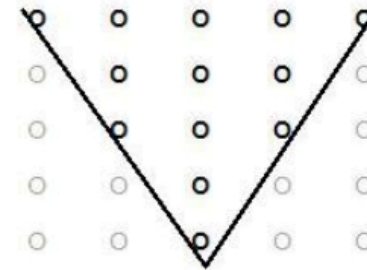
- Organizational cues
- Tools that help connect the known to the unknown
- Frameworks for helping students understand what it is they'll be learning

**Think-Pair-Share:**  
Have you ever  
incorporated  
research or a  
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was it?

## WHERE TO SIT IN A CLASSROOM

Think of yourself looking at a classroom from the professor's point of view. Imagine the professor is standing at the open end of a V. The lines of the v meet at the back center seat of the classroom.

Professor



If you sit outside the V you are less likely to be as attentive or as involved and thus you may not be the best student you are capable of being. The best place to sit is near the front center of the room.



# Lana's example

of research that impacts  
teaching

- **AI-informed teaching and assessment design**
  - My teaching practices in *Future Studies* & Applied Capstone Projects are directly informed by the funded project ***“Innovative Teaching, Learning and Assessment Models in the Classrooms of Tomorrow”*** (HCT Interdisciplinary Grant, 2021–2024), which examined stakeholder-informed, AI-supported, and competency-based assessment models.
  - Example: **AI-supported scenario assessment:**  
In *Future Studies*, students use an AI foresight tool to analyze a real-world challenge (for example sustainability, workforce automation, or wellbeing). Assessment focuses on competencies such as systems thinking, ethical reasoning, and future literacy, not content recall.
- **Research-led use of Generative AI tools in the classroom**
  - Insights from ***“Research Education and Literacy for Educators in Times of Change”*** (HCT Interdisciplinary Grant, PI) underpin my structured classroom use of AI tools and custom GPTs to support research design, ethical AI use, and academic writing, as reflected in your TESOL Arabia proceedings and Springer publications on research literacy.
  - Example: **AI-guided research design studio:**  
Students use a custom *Research Agent GPT* to refine research questions, select methodologies, and justify methods. They must critique the AI’s suggestions and document decisions, reinforcing research literacy rather than automation.
- **Emotional Intelligence and AI translated into learning activities**
  - My interdisciplinary research project ***“Creating a Smart E.I.-Based Human Skill Framework for a Resilient Professional Profile”*** (HCT Interdisciplinary Grant, Co-PI) directly informs classroom activities using AI-supported EI self-assessment, reflection, and development planning, supported by your HCI International publication on automated EI evaluation.
  - Example: **AI-supported EI self-assessment:**  
Students complete an AI-enabled EI diagnostic tool developed from my interdisciplinary research. Results are used as baseline data, not grades.



# Defining teacher research

- Does not dictate a specific method
- Action research is one method that resonates with what teachers are trying to do in their classrooms
- TR is its own methodology
- Argues that Ts have the authority to conduct research in their own classrooms
- Ts are in a better position to conduct this research



# Research on teacher research engagement & literacy

- Basic concept of research engagement has been debated for years
- Seen as a way to achieve growth and find answers to questions (Mercer & Xerri, 2018)
- Some argue that research engagement is not something language teachers need to concern themselves with (Maley, 2016; Medgyes, 2017)
- Only a small % of teachers are research engaged on a long term basis (Maley, 2016)
- Teachers advised to rely more on intuition and experience rather than on research (Medgyes, 2017)

# Advantages of being research- literate and/or research-engaged

- Allows Ts to become better at what they do (Zeichner, 1999)
- Helps Ts find their voice (Rainey, 2000) & challenge their beliefs
- Helps Ts become more flexible and open to new ideas
- Form of PD that can provide teachers with a new perspective
- Enables Ts to solve problems within their classrooms
- Produces knowledge about what is happening at all educational levels
- Adds to the knowledge base of the profession
- Improves the school culture
- Raises the status of the institution/program/department

# Major findings of teacher research engagement

- Teachers who conduct or have conducted research report
  - significant changes to their understanding of teaching (Richards & Farrell, 2005)
  - experiencing professional and personal growth
  - decrease in feelings of frustration and isolation
  - improved attitudes towards research (Boudah & Knight, 1996)
  - increased positive interactions with students (Boudah & Knight, 1996)
  - privileged access to real-life data (Vasquez, n.d.)
- This topic was found to be one of four primary directions in a large-scale study conducted by the TESOL Research Professional Council (2023)

# Obstacles that hinder teacher research engagement and literacy (Borg, 2003)

- Despite widespread agreement about the importance of research, it is often a neglected area. Why?
- Teacher fear (confusion with terminology; assumptions that researchers need special skills that Ts don't have; research output is not accessible to the average teacher) (Coombe & Sheetz, 2015)
- Terminology: types of research, methodologies, methodological frameworks, paradigms, data collection methods (Coombe & Sheetz, 2015)
- Inaccessibility-belief that researchers write for other researchers
- Lack of local relevance- research does not relate to teachers' own teaching/learning contexts

# Obstacles that hinder teacher research engagement and literacy (Borg, 2003)

- Lack of ownership—when Ts are not involved, they view the process as top down; can lead to feelings of negativity
- Lack of credibility—when previous factors are missing, Ts feel a lack of credibility; compounded when the R lacks teaching experience (ivory tower belief)
- Pressure—lack of time due to daily increasing demands of the classroom
- Implied inadequacy—when conducting research to solve a problem you are admitting to a problem
- Self image—belief that Ts are knowledge implementors and there's nothing worth studying in my CR
- Lack of recognition- belief that academic Rs don't take TR seriously; TR is undervalued
- Lack of technical knowledge

What support do teachers need to enable them to engage with or in research?

(Borg, 2013; Xerri & Pioquinto, 2018; Hiasat, Coombe & Bouslama, 2019)

- The opportunity to research the Qs they have about language T & L
- Training in RQ development
- Training in research instrument development
- Training in data analysis
- Training in different research approaches
- Support from mentors who have experience in research
- The opportunity to collaborate with colleagues to do research
- Recognition from their institutions on the research they conduct
- The opportunity to disseminate the results of their research



# Our recommendations: Being research engaged

- ☐ What training do you need to carry out your research
- ☐ Think about your audience (Who needs to hear about your results?)
- ☐ Think about your impact (do you want to inform, prescribe, warn, prevent, encourage, inspire.....)
- ☐ Think about your platform
- ☐ Consider making your research instruments available or open access
- ☐ Going further afield to conferences, webinars, inservice/preservice events
- ☐ Putting it out there for the world to see (in print or through videos....)



# Our recommendations: Getting your research published

- ❑ Many universities around the world require that their students publish their research in a journal prior to graduation.
- ❑ Our best advice:
  - Work together with like-minded professionals
  - Work around common themes in your scholarship
  - Think about your impact: Google Scholar profile, h Index, Orcid ID, altmetrics
  - Ask around about potential vehicles for your research but beware of predatory publications- check the Beall's List of Potential Predatory Journals and Publishers <https://beallslist.net/>
  - Support the scholarship and research of your colleagues
  - Don't stress out if you're not as prolific as your colleagues

Classrooms of Tomorrow Agent 4o ▾



## Classrooms of Tomorrow Agent

By Dr. Lana Hiasat EDD/ET 8

Explore the essential elements of future classrooms and prepare to transform your teaching, learning, and assessments to be future ready.

Tell me about the essential elements for classroom of...

How can educators transform their classrooms?

Evaluate my current teaching and readiness for the...

Give me lesson activities to meet the classroom of...

Classrooms of Tomorrow Custom GPT:








[LINK](#)

Research and AI:  
Custom GPT for Classrooms of Tomorrow (CoT)

# Essential Elements

<https://chatgpt.com/share/69687ae7-3e28-800e-b57b-e5f6a885acc0>

The **essential elements** for the **Classroom of Tomorrow** are built on a visionary framework that redefines learning spaces, teaching strategies, and educational values to prepare students for an increasingly complex and interconnected world. Synthesizing multiple authoritative sources from your documents, here are the **seven essential elements** that consistently emerge:

-  1. **Global and Environmental Awareness**
-  2. **Self-Care, Happiness, and Well-Being**
-  3. **Movement and Mobility**
-  4. **Cultural and Intercultural Competencies**
-  5. **Community Engagement and Corporate Social Responsibility (CSR)**
-  6. **Emerging Technologies and AI**
-  7. **Diversity, Equity, Inclusion, and Access (DEIA)**

Great choice! A **mixed methods** approach is ideal for studying **Emerging Technologies and AI in Education** because it lets you explore both the *measurable impact* (quantitative) and the *human experience and perception* (qualitative) of AI integration.

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## Your Refined Research Focus

Title:

"Harnessing Generative AI for Personalized Learning: A Mixed Methods Study of Impact and Perception in Higher Education Classrooms"

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## Final Research Question:

"How does the use of generative AI tools influence personalized learning outcomes and student/teacher perceptions in higher education?"



identifying variables, or building a literature review outline next:

al inequalities

hnologies in

enerative AI in

, critical thinking,

those using

# Research and AI: Custom GPT for Research Agent [LINK](#)

Research Agent 4o ▾



## Research Agent

By Dr. Lana Hiasat EDD/ET 8

This GPT helps researchers navigate through their research projects

What resources  
do you find most  
helpful when...

What part of writing  
a research paper  
do you find most...

How do you feel  
about sharing your  
drafts with others...

How do you handle  
tight deadlines  
when working on...

# Sample AI Chat with Research Agent

Research Agent 4.0 ▾

↑ Share

[LINK](#)

## ✓ Research Resource & Task Checklist

### 🔍 1. Background & Secondary Research

Goal: Understand your topic and support your hypothesis with existing studies.

#### ✓ Tasks:

- ☐ Choose your research **topic and question** (use BBL or the suggested list).
- ☐ Search for **reliable secondary sources** using:
  - ☐ HCT Library database (<https://library.hct.ac.ae/> ↗)
  - ☐ Google Scholar
  - ☐ Credible websites (.edu, .gov, .org) – avoid .com for academic work
- ☐ Find **3–5 strong academic sources**
- ☐ Write **APA in-text citations** and compile a **Reference List**
- ☐ Summarize your findings in a **literature review**

#### 🛠 Tools:

- Zotero / Mendeley (for citations)
- ChatGPT (to help paraphrase & summarize)



+ Ask anything

.0.

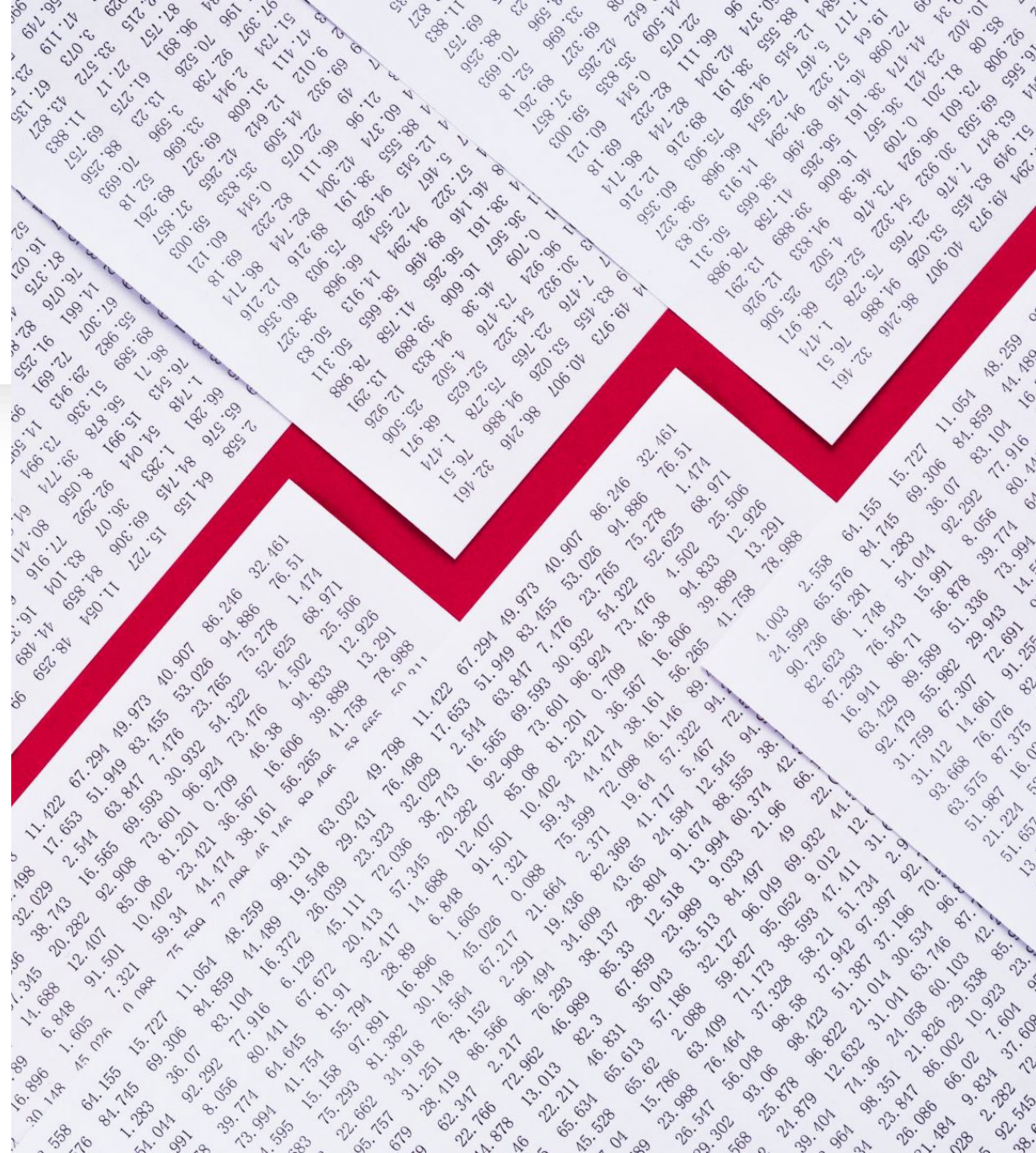




# Christine's thoughts on the research landscape

## As a journal editor- Christine

- Huge increase in the number of articles submitted for publication
- Increase in the number of authors attached to each submission
- Increase in the pressure from potential contributors to hurry along the process
- Decrease in the number of qualified professionals who volunteer to review submissions
- Increase in the time it takes a reviewer to act upon a review
- In addition to anti plagiarism matches with submissions we now have to worry with ChatGPT





# Christine's thoughts on her own research journey

Started my journey with research engagement and literacy in 1988

Went from purely quantitative orientation to qualitative/MMR

Took me 10 years or so to achieve proficiency in my primary empirical focus (Assessment/Testing)

Focused on other areas in the next 10-15 years (leadership & management, research methods, TBLT, teacher effectiveness/evaluation etc.)

Now have introduced Multilingualism research to my repertoire and trauma informed leadership through narrative inquiry

# Lana's thoughts on her own research journey

Started my journey with research engagement and literacy in 2014 as doctoral student

Went from purely qualitative orientation and branched out MMR

Started out with my primary research focus on technology in higher education and continued on this pathway adding AI

Focused on other areas in the next years (future foresight in strategic leadership, research methods, research literacy, classrooms of tomorrow, emotional intelligence)

In the future plan to introduce future foresight & AI , the future of language assessment, and intercultural competencies and global citizenship

Where do we  
go from here?

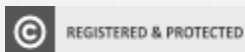
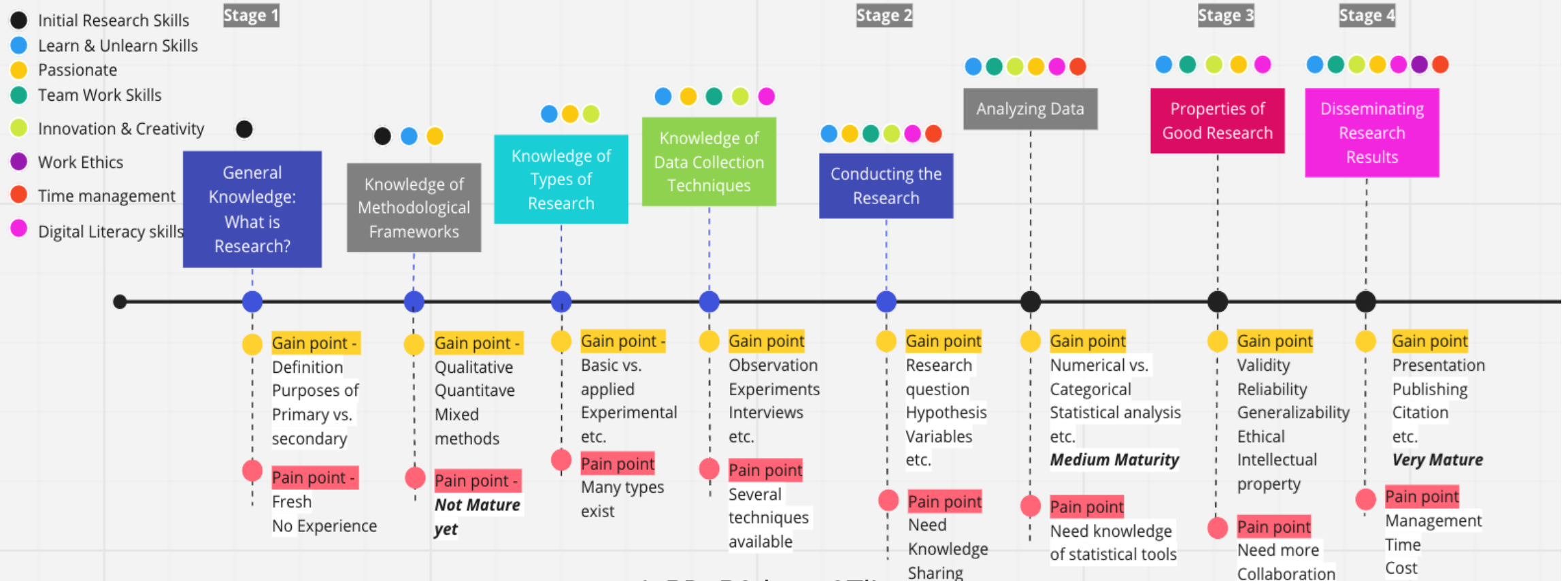
## Some questions we are considering:

- How can we be more productive in research? In the age of AI?
- How much more productive do we need to be?
- What should we keep doing/give up to make this happen?
- What other areas are we interested in doing research in?

Consider asking yourself these or similar questions about your own research journey!

# Working on your Academic Journey

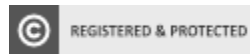
## Journey to Excellence in Research Literacy



Registration Number: 6xPDpP0rkwgv9TIL

Certificate: <https://www.copyrighted.com/work/6xPDpP0rkwgv9TIL>

# PRSF Framework (Professional Research Standard Framework)



**Registration Number:** wXqQzrJgMGQ1c9Av

**Certificate:** <https://www.copyrighted.com/work/wXqQzrJgMGQ1c9Av>

# What can you do to become more research literate?

TESOL Research Directions and Agenda

HCT Applied Research Grant



  
Research  
Education &  
Literacy  
Emerging  
Educational  
Technologies  
Teaching  
Methods  
Professional  
Learning

# TESOL Research Directions Report

1 MARCH 2024

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Curtis, J.H., Uştuk, Ö., Salama, A., Coombe, C. Hong, H., Kitson, C. (2024) TESOL Research Directions 2023-2027 Report. TESOL Publications.

[https://www.tesol.org/media/oijnexn0/research-directions-report\\_v4.pdf](https://www.tesol.org/media/oijnexn0/research-directions-report_v4.pdf)

## V. TESOL Research Directions

**“So much depends on context—what is this research going to be used for, is it what people want to know more about or what is likely to change.”**  
—Director, Curriculum and Professional Development, United States

A major theme in focus group discussions was the interrelatedness of the research topics, contexts, and challenges identified in the research priorities survey. Yet each of the prioritized research areas was informed by local research concerns. **By calling for research *directions*, we highlight educators’ agency to determine what kinds of research should be carried out in a variety of institutions, communities, and policy environments. In this report, we highlight research questions that emerged from participants’ perspectives and priorities within *Research Education and Literacy*, *Emerging Educational Technologies*, *Teaching Methods*, and *Professional Learning*.**

  
Research  
Education &  
Literacy  
Emerging  
Educational  
Technologies  
Teaching  
Methods  
Professional  
Learning



Supporting  
teacher  
research  
engagement  
and literacy:

## **Two- year project featuring**

- A mixed-methods study on Research Literacy
- The production of a number of resources to assist teachers with Research Literacy

Two- year project entitled **Research Education in Times of Change**

Funded by Higher Colleges of Technology IDG # 113145

*PI: Dr. Lana Hiasat*

*Co-PIs: Dr. Christine Coombe, Dr. Faouzi Bousalama, & Dr. Nadia Kettell*

# Publication # 1:

Coombe, C., Hiasat, L., Johnston, D. & Dastakeer, W. (2019). *The A to Z of Research Literacy*. TESOL Arabia Publications.



## An A to Z of Research Literacy

Edited by: Christine Coombe, Lana Hiasat,  
Diana Johnston & Wahida Dastakeer



### A

#### Abstract

Abstracts are short paragraphs that are usually found at the beginning of journal articles. They provide a summary of the article.

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A brief summary of a paper that helps the reader quickly ascertain the purpose of the entire paper.

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Pakistan  
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#### Accidental sampling

Grab sampling, convenience sampling, opportunity sampling

A form of sampling that involves randomly selecting participants from a group that is convenient to reach or access.

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#### Accountability

A central issue in research aimed at promoting ethical research practices through responsibility, integrity and authenticity.

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#### Action research

A type of investigation which is conducted by or in cooperation and collaboration with teachers and other interested individuals in academia. One important objective of action research is to evaluate and assess educational objectives in order to gain a better understanding of its development and implementation. Action research also helps in determining effective ways and means towards achieving outstanding teaching and learning.

Junifer Abatayo  
Sohar University, Oman  
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Action research refers to self-reflective inquiry undertaken with the aim of exploring challenges and/or issues. The aim in action research is to help practitioners develop solutions and be more effective at what they care about most - their teaching and the development of their students.

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#### Aggregate

Combining a lot of parts/elements together.

Mojtaba Chaichi  
humanbeing1st@gmail.com

#### Analysis of covariance (ANCOVA)

Short for Analysis of Covariance, ANCOVA is a combination of ANOVA and linear regression. If a researcher wants to study the effect of an independent variable with two or more levels on a continuous variable and further remove the effect of a covariate, then ANCOVA can be the solution. If we would like to study the means differences among three different

## An A to Z of Research Literacy

Edited by Christine Coombe, Lana Hiasat, Diana Johnston & Wahida Dastakeer

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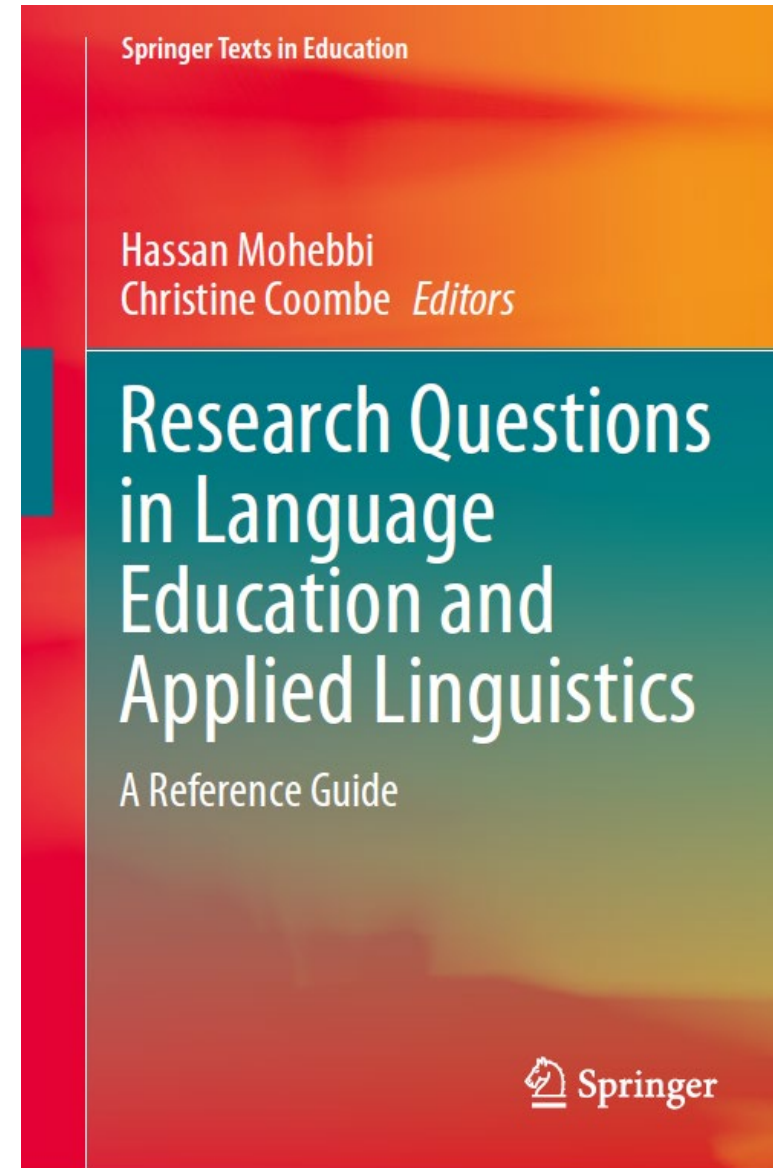
# Publications # 2:

Mohebbi, H. & Coombe, C. (2021). *Research Questions in Applied Linguistics and TESOL*. Springer.

<https://link.springer.com/book/10.1007/978-3-030-79143-8>

152 Chapters- 814 pages

- **Part I** Teaching and Teaching-related Topics
- **Part II** Learners and Learning-related Topics
- **Part III** Assessment and Assessment-related Topics
- **Part IV** Language Skills and Subskills
- **Part V** Teachers and Teacher Education
- **Part VI** Technology and Technology-enhanced Instruction
- **Part VII** Politics, Policies and Practices in Language Education
- **Part VIII** Research and Research-related Topics
- **Part VIII** Research and Research-related Topics
- **Part IX** Applied Linguistics and Second Language Acquisition



# Publication # 3:

Coombe, C., Hiasat, L. & Daleure, G. (2022). English Language and General Studies Education in the United Arab Emirates. Springer.

<https://link.springer.com/book/10.1007/978-981-16-8888-1>

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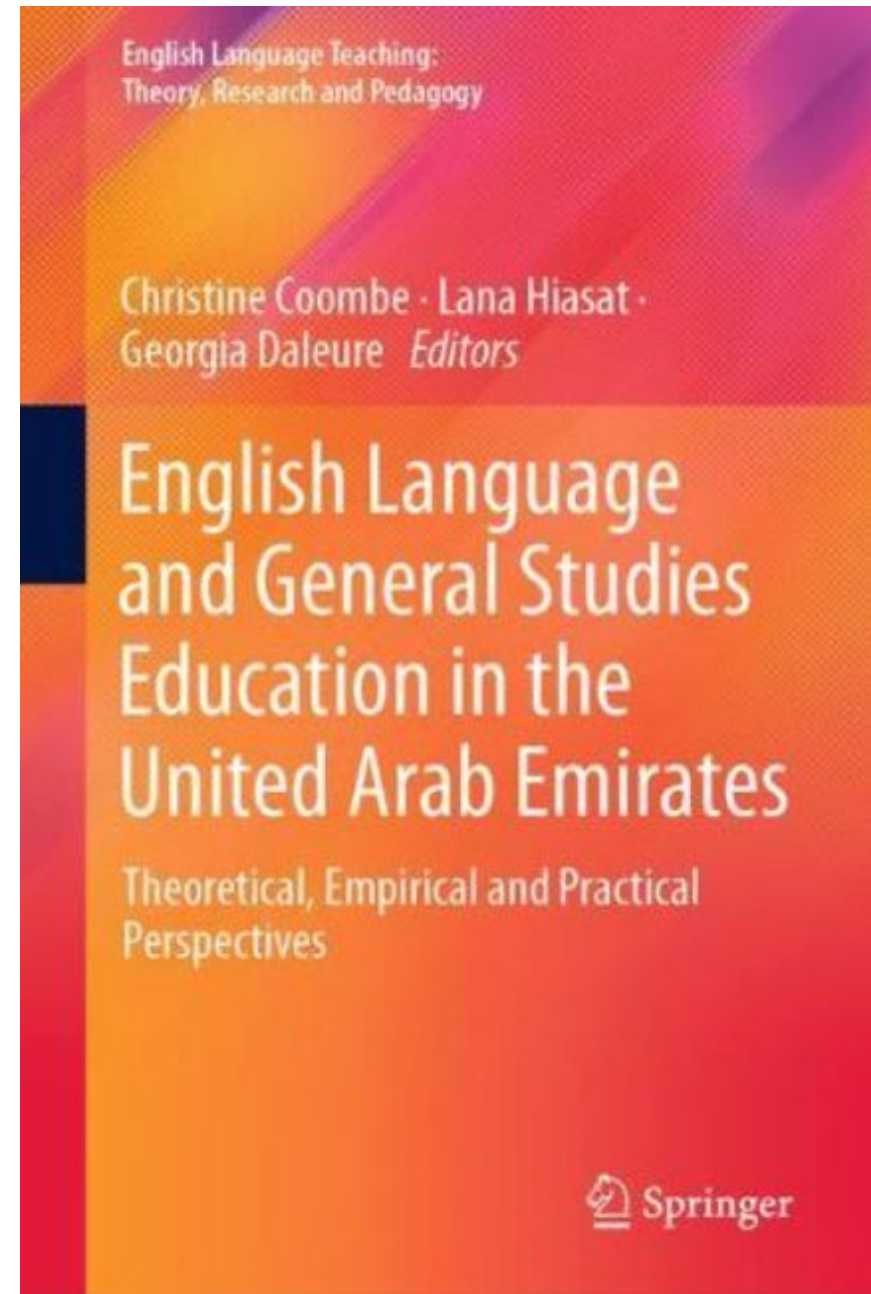
29 Chapters- 528 pages

**Part I** *Theoretical Perspectives*

**Part II** *Empirical Perspectives*

**Part III** *Practical Perspectives*

*Published May 2022*





# Additional Resources



diagnostic assessment entitled

“How research literate are you?” - Use Custom GPT; Research Agent

LINK: <https://chatgpt.com/share/69688c75-9cec-800e-9969-df4a3ef87871>



Infographic entitled “15 Characteristics of a research-literate teacher”



A **series of PPT presentations**, screencasts and/or videos on research-related content to be used for professional development, training and instruction

**Coming soon:**

TIRF is developing a video series on research literacy

# “How research literate are you?”

## Use our Custom GPT: Research Agent

assess how research literate I am. ask me questions about my research knowledge and at the end give me a score and description.

Great! Let's assess your **research literacy**. I'll ask you **10 short-answer questions** based on the key skills and knowledge areas in the LSS 1123 "Basic Research Methods" course. At the end, I'll give you a **score out of 10** with a detailed explanation of your level (Beginner, Developing, Competent, Advanced, Expert).

### Research Literacy Self-Assessment Questions

#### 1. Research Process

Can you list the 7 steps of the scientific research method in the correct order?

#### 2. Research Question & Hypothesis

What is the difference between a **research question** and a **hypothesis**? Give an example of each.

#### 3. Types of Research

What is the difference between **primary** and **secondary** research? Can you name one method for each?

#### 4. Sampling Methods

What is the difference between **random sampling** and **convenience sampling**? Which one did you use or would you use for a student survey?

#### 5. Survey Design

What are the **three types of closed survey questions** you are required to use in your LSS 1123 project? Give one example of each.

#### 6. Ethical Research

What is **informed consent**, and why is it important in primary research?

#### 7. Data Types

Explain the difference between **quantitative** and **qualitative** data. Give one example of each.

#### 8. Data Analysis

If you collected data from a Likert scale question, how would you analyze it?

#### 9. Literature Review

Why is a **literature review** important before collecting your primary data? What should it include?




#### 10. Referencing

In APA 7th edition, how do you format an **in-text citation** for this source:

Author: Sarah Blake, Year: 2020, Title: "Digital Learning in the UAE", Journal: *Educational Futures*?

### What to Do Now:

Please **answer as many questions as you can** — in English, but simple academic English is fine. After you respond, I'll give you:

-  A score out of 10
-  A level description
-  Tips on how to improve your research skills

When you're ready, reply with your answers!

# Online Jeopardy Game

<https://jeopardylabs.com/play/an-a-to-z-of-research-literacy>

General Principles	Types of Research	Data Collection	Sampling	Data Analysis
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500
		Team 1 0 + -	Team 2 0 + -	Team 3 0 + -

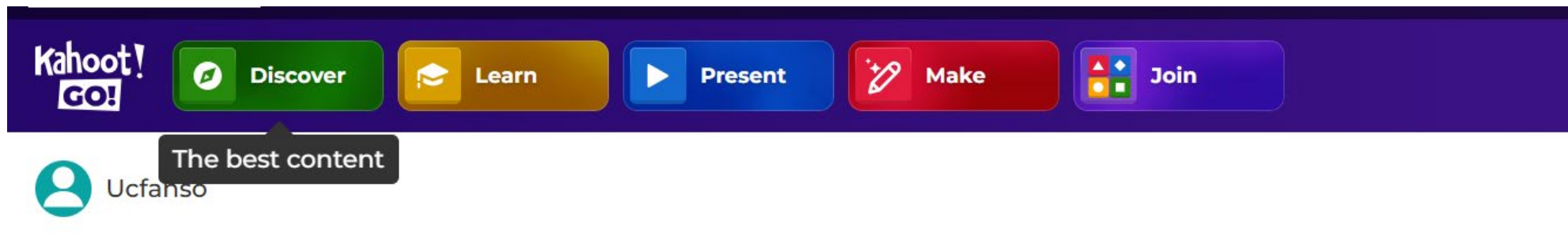
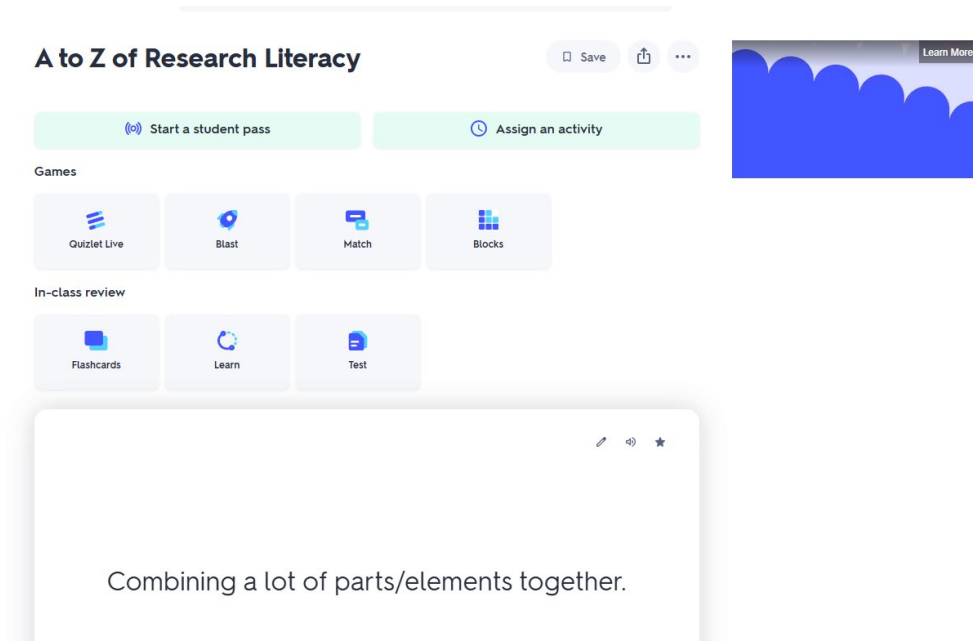


# Quizlet

<https://quizlet.com/644645532/a-to-z-of-research-literacy-flash-cards/?x=1qqt>

# Kahoot!

<https://create.kahoot.it/share/how-research-literate-are-you/78aca491-13fa-44b5-ba30-3c3ff3aa0a3e>



Kahoot

## How Research Literate are you?

Website:

<https://research-literacy.weebly.com/>

RESEARCH LITERACY

[Home](#) [About](#) [Resources](#) [Contact](#)

# An A to Z of Research Literacy

START LEARNING

1. Preparing yourself for research
  - (a) Library Skills
  - (b) Internet research skills
  - (c) Referencing
  - (d) Learning about ethics in research

#### Classroom Activity Template

#### Mini-research Essay Using Library Sources

<b>Levels</b>	<i>EAP Preparation for academic classes</i>
<b>Aims</b>	<p>Students will craft a [5] five [or more] paragraph essay that answers a question regarding a concept, custom, policy, or other topic [instructor approval required]. Use appropriate format for paragraphs, effective transitions between paragraphs, and effective introduction and conclusion techniques. Use academic language.</p> <p>Students may research knowledge and skills necessary to measure and assess learner progress effectively.</p>
<b>Class Time</b>	<i>120 minutes</i>
<b>Preparation Time</b>	<i>Ongoing- over 6 classes of 45 minutes of library resource time</i>
<b>Resources</b>	<i>Internet access</i> <i>Projector and projecting screen</i> <i>Laptop</i> <i>Students' mobile device such as mobile phone, iPad/Tablet, or laptop/Mac Book Air</i> <i>PowerPoint access</i> <i>Library research resources, functions, and tools</i>

Learning outcome(s) from the course associated with the learning activity:












- 1.1 Write essays containing the following modes of development: classification, cause/effect, argumentation, definition, and mini-research.
- 1.2 Write appropriate thesis statements.
- 1.3 Write appropriate and sufficiently narrow topic sentences with relevant supporting details for paragraphs.
- 1.4 Use appropriate patterns of organization, including but not limited to general to specific, chronological, and spatial.
- 1.6 Write at least three supporting paragraphs, each logically organized and developed through the use of specific details and topic specific vocabulary.
- 1.8 Write concluding paragraphs that relate to the thesis and draws a logical conclusion from the text of the essay.
- 2.2 Improve each successive draft by proofreading, editing, and revising.
- 2.3 Utilize input from other readers to improve essays or generate ideas.
- 2.4 Develop an outline prior to writing essays.
- 3.1 Distinguish between direct quotes and paraphrasing.
- 3.2 Synthesize information from multiple sources.
- 3.3 Appropriately cite sources.
- 3.4 Paraphrase information from credible academic sources.
- 3.5 Distinguish between credible academic sources and other forms of media.
- 3.6 Use a variety of sources including electronic media, books, and periodicals.
- 3.7 Distinguish between properly cited materials and plagiarism

#### PROCEDURE

##### Full description of learning activity and how students will be assessed:

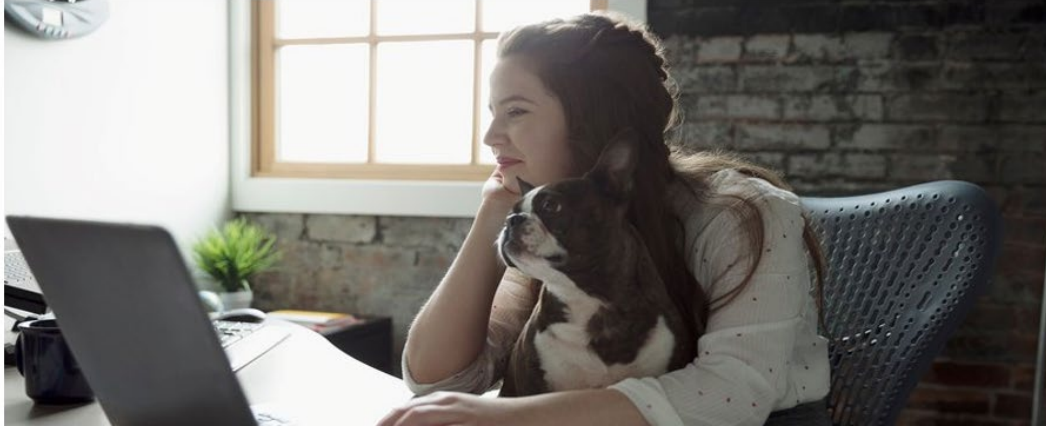
- Students will read assigned text material describing and explaining research as a rhetorical mode.
- Students will experience a video or slide presentation on using research practices and writing:
- This brief, 4 minute, Powtoon will give you some general ideas about research:
- [https://www.youtube.com/watch?v=jLM\\_djMHs0](https://www.youtube.com/watch?v=jLM_djMHs0)
- This video of about 5 minutes offers information about Social Media, the Social Web, and research of ownership issues. This may help you design your research project.
- <https://cacm.acm.org/magazines/2017/5/216329-who-owns-the-social-web/fulltext>
- Students will brainstorm topics
- Students will narrow topic
- Students will experience information literacy session with librarian instructor
- Students will search for and present [5] five appropriate, vetted sources.
- Students will present a synopsis of his/her argument in a discussion (by the end of week x)

# Coming Soon: Research Activity book: Sample submitted Activity

-  1 defining and understanding research and research concepts
-  2 preparing yourself for research
-  3 different types of research methodol data coll techniq
-  4 teacher research or action research
-  5 technology and research
-  6 engaging Ss in research
-  7 analyzing research results
-  8 disseminating research
-  9 ethics and research integrity
-  10 Doing research tools for research
-  Spenser Lemaich
-  Research Skills Activity (Elyas,Hind)

In many countries around the world, pets are an important part of the family. Read the text on the emotional benefits of bringing your dog to work and then answer the questions.

### **Bring Your Dog to Work! Research Shows Office Pets Can Help Reduce Stress**



#### **Discussion Questions:**

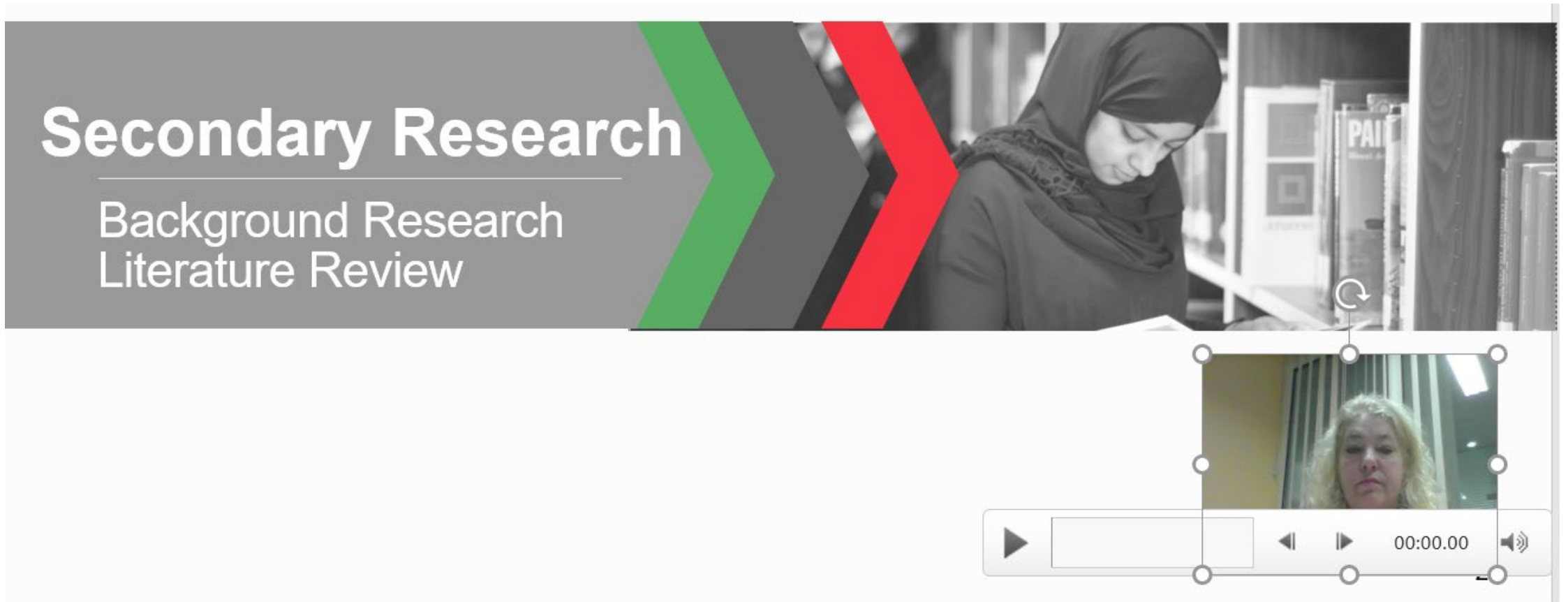
1. What are the major research findings identified in this article?
2. According to the research conducted, what are the major benefits of bringing pets to work?
3. How was this research conducted?
4. What types of pets are identified as being beneficial to workplace cultures? Do you think other pets would have similar benefits? If so, which ones?
5. Would you like to work in an environment where people could bring their pets to work? Why? Why not?

# Research Finding of the Day

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# Screencasts & Video PPTs

Sample:







## Research Fundamentals Certificate Course: 5 Sessions

**Webinar # 1: Sep. 23<sup>rd</sup>, 2021, | Registered Participants 265**

- **Research Engagement and Literacy**

**Webinar # 2: Oct. 26<sup>th</sup>, 2021, | Registered participants 154**

- **Framing and Defining Your Research Project**

**Webinar # 3: Nov. 16<sup>th</sup>, 2021, | Registered participants 245**

- **Choosing an Appropriate Research Method**

**Webinar # 4: Dec. 7<sup>th</sup>, 2021, | 219**

- **Exploring Different Types of Research and Ensuring Research Ethics**

**Webinar #5: February 1<sup>st</sup>, 2022, | Registered participants TBA**

**Topic TBA**

### Research Fundamentals Certificate Course

#### Session # 1: Research Literacy and Engagement

**Opening Plenary:**  
From Action Research with Students to Publication  
Dr. Phil Quirke, Higher Colleges of Technology  
September 23, 9-10am\*

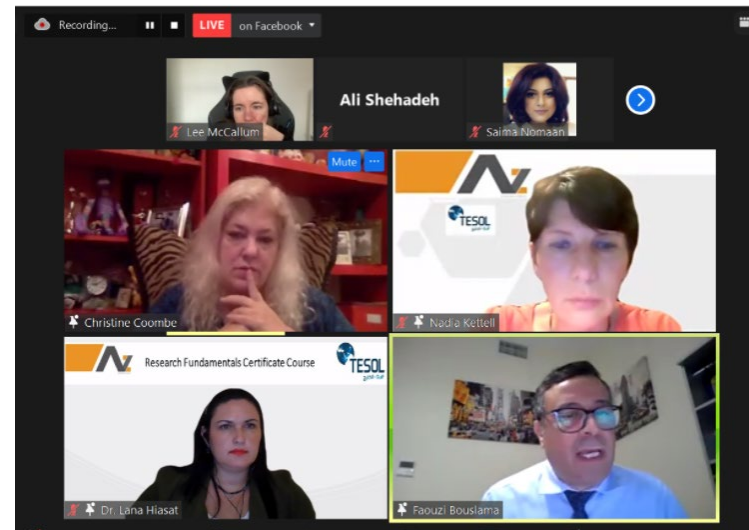
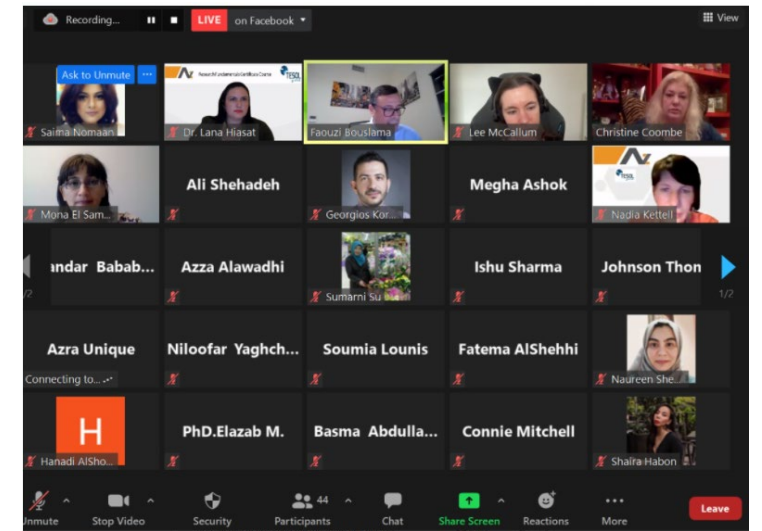
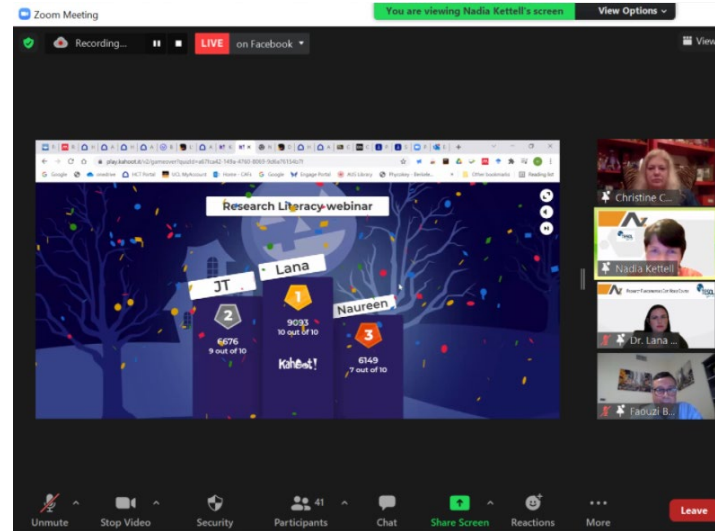
**Panel Discussion:** How to fit research into your academic year  
**Panelists:** Dr. Mick King (Community College of Qatar), Dr. Christine Coombe (Higher Colleges of Technology), Dr. Patrick Kane (Higher Colleges of Technology) & Dr. Lee McCallum (Coventry University)  
September 23, 10-11am\*

**Closing Plenary:**  
Supporting Teacher-Researchers through the Development of Research Literacy  
Dr. Daniel Xerri, University of Malta  
September 23, 11-12pm\*

\*All times UAE

Sample Webinar  
If interested in  
organizing a  
similar event, let  
us know!

online:  
October 26<sup>th</sup>,  
2021



Research Fundamentals Course | Webinar # 2: Framing and Defining Your Research Project

Please share your ideas for each of the three questions:

<p>Question # 1: What kind of research do you want to conduct?</p> <p>Audiovisual feedback and its impact and effectiveness on EAL primary writing.</p> <p>A qualitative research</p> <p>The Impact of Teachers CPD on EFL Students' Fluency in Yemen.</p>	<p>Question # 2: What is the most urgent research question based on your current institutional context?</p> <p>to understand teachers.</p> <p>How to create the sustainable campus</p> <p>online influences on teaching and learning</p>	<p>Question # 3: Contribute a research question that is "a pebble in your shoe" (Dr. Mick King, Sep. 23rd, 2021, Webinar 1)</p> <p>What are possible Post-Covid 19 remedial plans in UAE primary schools from teachers perspectives?</p> <p>Issues with eve strain</p>	<p>Share your email in here and research idea if you'd like to others to collaborate with you</p> <p>Kaveh.j@istanbul.edu.tr</p> <p>ccoombe@hct.ac.ae</p> <p>georgekormpas@gmail.com</p> <p>Interested in student motivation back to f2f classes</p>
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# References

- Curtis, J.H., Uştuk, Ö., Salama, A., Coombe, C. Hong, H., Kitson, C. (2024) *TESOL Research Directions 2023-2027 Report*. TESOL Publications.  
[https://www.tesol.org/media/oijnexn0/research-directions-report\\_v4.pdf](https://www.tesol.org/media/oijnexn0/research-directions-report_v4.pdf)
- Coombe, C., Hiasat, L. & Daleure, G. (2022). *English Language and General Studies Education in the United Arab Emirates*. Springer.  
<https://link.springer.com/book/10.1007/978-981-16-8888-1>
- Mohebbi, H. & Coombe, C. (2021). *Research Questions in Applied Linguistics and TESOL*. Springer. <https://link.springer.com/book/10.1007/978-3-030-79143-8>
- Coombe, C., Hiasat, L., Johnston, D. & Dastakeer, W. (2019). *The A to Z of Research Literacy*. TESOL Arabia Publications.

# Resources

- **Classrooms of Tomorrow Custom GPT** <https://chatgpt.com/g/g-679f5f5921888191b5cdc48812364ae6-classrooms-of-tomorrow-agent>
  - Chat link: <https://chatgpt.com/share/69687ae7-3e28-800e-b57b-e5f6a885acc0>
  - <https://chatgpt.com/share/69687ae7-3e28-800e-b57b-e5f6a885acc0>
- **Research Agent:** <https://chatgpt.com/g/g-678f8868d42c8191accc57bf96d6b431-research-agent>
  - Chat with research agent: <https://chatgpt.com/share/69687e43-29d0-800e-a524-60822da73689>
- **Online Jeopardy Game** <https://jeopardylabs.com/play/an-a-to-z-of-research-literacy>
- **Website:** <https://research-literacy.weebly.com/>
- **Quizlet:** <https://quizlet.com/644645532/a-to-z-of-research-literacy-flash-cards/?x=1qqt>
- **Kahoot Challenge:** <https://create.kahoot.it/share/how-research-literate-are-you/78aca491-13fa-44b5-ba30-3c3ff3aa0a3e>
- **Beall's List of Potential Predatory Journals and Publishers** <https://beallslist.net/>

# Thank you!

## Q & A

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